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This application for accreditation might serve as a sample for others' use. It gives a statement of institutional purposes, followed by reports from the president, the dean of business affairs and treasurer, the dean of instruction, and the dean of student personnel services. It also describes preparations for an institutional self-study and appends an organization chart. The dean of instruction reports on five areas of study (business, humanities, mathematics-science, social science, and technology), on continuing education, and on the library (learning resources center). The reports are organized, with necessary and specific variations, to show the area's over-all activities, course content, and the like, followed by its particular strengths (with suggestions for maintaining them) and its weaknesses (with proposals for eliminating them). The report on student personnel services includes orientation, student records, and student activities (athletics, music, etc). (HH)

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STATUS STUDY - SPRING 1968

An application for admission as candidate for membership in the North Central Association of Colleges and Secondary Schools

ED023401

Monroe County Community College
Monroe, Michigan 48161

April 22, 1968

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 12 1968

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JUNIOR COLLEGE
INFORMATION

JC 680 406

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I.

FOREWORD

This Status Study has been prepared as fulfillment of one of the requirements toward gaining full membership in the North Central Association of Colleges and Secondary Schools. Neither an up-dating of old documents nor a last-minute rush job, it represents the efforts of a great many people pausing for several moments in the continuous processes of self-evaluation and self-improvement to set down current findings in formal form.

Some items are old, true. The institution's philosophy, for instance, reads the same now as it does in our two-year-old Policies and Procedures manual from which it was plucked. But most items presented herein are new; indeed they had to be, for their older counterparts--if there were any--were outdated, naive, invalid, or all three.

Here, then, is a report on the status of Monroe County Community College in the Spring of 1968. We present this extremely brief study with the confidence born of knowing that its information is backed by statistics, philosophy, and practice.

II.

A COMPLETE STATEMENT OF INSTITUTIONAL PURPOSES

Monroe County Community College is dedicated to the policy that the most precious resource of the nation resides in the many and varied abilities of its citizens. The College, therefore, endeavors to provide broad educational opportunities to all citizens of its community.

The College believes that liberal admissions requirements are an essential part of its philosophy. Admission to the institution is of an "open door" type with provisions that allow students to progress to a multi-track curriculum as they meet the requirements of the various programs. The primary function of the College is to give substance to the ideal of equal educational opportunity for all citizens.

The College maintains a staff of instructors whose prime duties center around their teaching assignments. It endeavors to create an atmosphere conducive to learning, by emphasizing the full utilization of its campus resources. The institution encourages independence of thought and action as essential ingredients of a functioning democracy, stressing the development of self-discipline and value judgments.

Planning and policy-making by the Administrators and Trustees of Monroe County Community College have been consistent with the purposes and objectives of the two-year college.

The College was organized to meet the educational needs of the community beyond those provided for in the normal public school systems through the twelfth grade by:

1. Offering the freshmen and sophomore years of work in the liberal arts and pre-professional fields for those students who wish to transfer to higher educational institutions.

2. Offering one and two-year career programs in business and technical areas for those students who expect to terminate their formal education by preparing for employment at the semi-professional level.

3. Offering programs of general education for the intellectual, cultural and personal development of students wishing to continue beyond senior high school.

4. Cooperating with other school systems, civic groups, educational institutions and organizations outside the community, educational foundations, and with private individuals and corporations in those endeavors likely to result in educational advantage to the citizens of the Community College District.

5. Offering educational services to the organizations and individuals of the community including: speakers, resource personnel or material, organization of special institutes or programs, reading lists, educational counseling and testing, etc., as requested.

6. Providing comprehensive professional counseling service to assist the student in the selection and pursuit of an academic program to prepare for an occupational career compatible with his interests, aptitudes and values.

The graduate of Monroe County Community College will be accomplished in the essentials that comprise a two-year college education, yet prepared to continue to inquire into ever-broadening and unexplored areas of new knowledge and service insofar as possible. He should reflect an education that has integrated courses for materials improvement with those designed to help him more effectively realize his personal role in life and his commitment to it. He should practice his vocation based upon an education reflecting independence of thought and action nurtured through self-discipline. He should reflect an education that has stressed the persistence of change in our technical, cultural and social environment; but will be prepared to contribute his individual abilities to sound and orderly progress. He should be confident of his role as citizen, parent, and individual resulting from experience and practice in those college activities preparing him for broader responsibilities in a democratic society.

III.

REPORT FROM THE PRESIDENT

Philosophically speaking, Monroe County Community College was founded on the basis that a faculty with an integral involvement in the affairs of the College, both internal and external, would develop an institution of strength and character. The Board of Trustees, through the adoption of a policies and procedures reflecting this view, provided an avenue through which the Faculty has a strong voice in the governance of the institution. Even prior to the Public Employee Relations Act, Public Law 379 (which is a Michigan statute providing for collective bargaining for public employee groups), this philosophical concept was implemented. It was, in fact, implemented before the first instructional staff member was employed.

The administrative structure is a streamlined one which provides a decentralized form of governance. This structure and the philosophy inherent in it requires that a great deal of confidence be placed in all members of the staff. This method of operation is not without its pitfalls, and I would be the first to admit that there have been some moments when I have had my doubts. These moments, however, have been short-lived.

I do believe that the day of the autocratic administrator is past. Hopefully, the talents of the entire staff of an institution can be channeled into a constructive effort toward developing an esprit de corps that will more fully service the student body--for, after all, that really is the reason for our existence.

The instructional staff has increased from seven persons to nearly forty, each with a diverse background of experience and training. Very few of them had any community college background, and it appears to me that imbuing them with the community college philosophy will take some doing. There are people with backgrounds of senior college experience, others with K-12 experience, and still

others directly out of graduate school. In addition, there are those who come to us from business and industry. Inculcating the basic philosophy of a comprehensive community college is no easy task, as each person tends to relate to his former background.

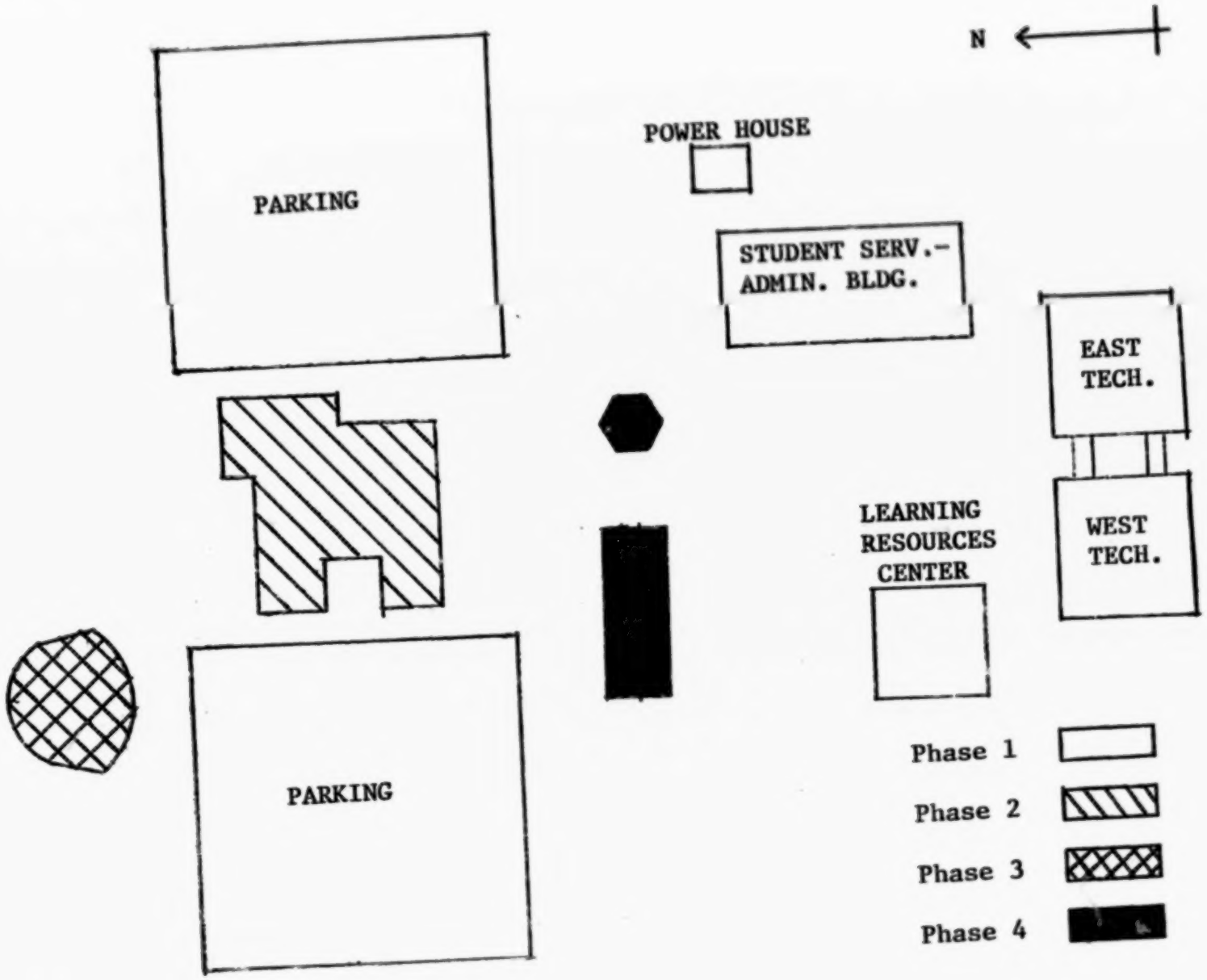
On the whole the staff is young and eager, including the administrators, but even so it has taken a great deal of patience and understanding on the part of all individuals to work together in harmony. There have been times when misunderstandings have occurred and tempers have been short, and justifiably so; however, I think the staff has the temperament to develop an outstanding institution.

Since the College operates from 8 o'clock in the morning until 11 o'clock at night, communications are sometimes a problem. An ad hoc committee is in the process of studying a constitutional reorganization that will provide a more direct voice and better lines of communication, if it is adopted. Dr. Beckes has alluded to this in one of his evaluative reports.

Finances will soon be a problem, and the institution may be forced to go to the voters of the district for a millage increase. State fiscal reform (which, despite promises, really hasn't occurred) has not been much help. This financial problem is not peculiar to Monroe, but is faced by every institution of higher education in the State of Michigan.

The institution is brand new and contains a beautiful physical plant, an outstanding Learning Resources Center, and provides excellent Student Personnel Services. These auxiliary services, coupled with a dedicated clerical-secretarial, and maintenance staff supporting our instructional staff, are able to provide the student body with the resources needed for their studies in both transfer and career programs.

At the present time the Campus Master Plan is about fifty percent complete. A committee of faculty and administrative staff are working with the College architects in developing preliminary plans for a Life Sciences-Physical Education Building. It is anticipated that construction will be started in 1969 or 1970. More details on this building are in the study of the Mathematics-Science Area, Section VI. An Auditorium and Music Complex would complete the Master Plan; construction for this phase might begin by 1975. If more classrooms are required as the needs of the Learning Resources Center expand, they will be designed to fit into the north end of the mall. In the diagram below is a plan of the Campus with appropriate legends.



IV.

REPORT FROM THE DEAN OF BUSINESS AFFAIRS AND TREASURER

Among the overall functions of the Office of the Dean of Business Affairs and Treasurer is responsibility for the following:

1. The financial affairs of the College including:
   a. Bonding and short term loans
   b. Investment of funds
   c. Determination of tax levies
   d. Estimating revenue and expenditures for operation of the institution
2. Budget preparation
3. Control of expenditures
4. Payroll
5. Purchasing
6. Financial records
7. Non-instructional personnel
8. New construction
9. Maintenance of plant
10. Operation of plant
11. Operation of the Bookstore
12. Operation of the Food Service
13. The switchboard and reception
14. Security
15. Mail service

The strength of the office lies primarily in the abilities of the people who comprise the staff and their dedication to the organization and the duties assigned to them.

The clerical staff is made up of one Secretary to the Dean of Business Affairs and Treasurer (Diane Becker), one Secretary to the Assistant to the Dean

of Business Affairs (Sandra Etue), one Bookkeeping Machine Operator (Barbara Meyers), one Switchboard Operator and Receptionist (Pam Fountain), one Receiving Clerk and Junior Accountant (John Steward), and three part-time students. All are conscientious, dedicated employees and are well suited to their assignments. They are also interested in self-improvement.

The Bookstore Manager, Mrs. Irene Robinson, has had 10 years of experience in the field of bookstore management and performs exceptionally well in that function. In addition to managing the Bookstore, she spends a considerable portion of her time helping in the areas of receiving and accounts payable. She is also well trained in these areas.

The Food Service Manager, Mrs. Dorothy Romoser, has had nearly two years of training beyond the B.A. degree in the foods area, and has had a number of years of actual experience in food service management. Difficulties encountered in the first three months of operation have very nearly been eliminated. The major problems were due to faulty operation of equipment and employees' lack of familiarity with it. A sustained program of training in methods of operation and use of equipment are producing good results. All of the persons employed in this area are interested in the success of the endeavor and work to that end.

The Supervisor of Construction, Maintenance and Operation, Mr. Robert Keener, has had a wealth of experience in all areas, and is well trained in high pressure steam boiler operation as well. The staff of maintenance and custodial employees who have been selected and retained is also comprised of dedicated people who are loyal to the institution. Student assistants in the areas of sanitation and grounds maintenance are working out very well.

The Assistant to the Dean of Business Affairs, Mr. Fred Gruber, has had considerable experience in the field of education and several years experience in business operation. He is well qualified for his position, and has demonstrated

a sincere interest in the institution by his activities as Chairman and member of the initial Board of Trustees of the College.

The Dean of Business Affairs and Treasurer holds a M.B.A. degree and a C.P.A. Certificate. He has had 12 years of experience in school business administration.

Weaknesses in the structure are being corrected as rapidly as possible. Lines of communication between the administration and employees in the areas of maintenance and operation have not been thoroughly effective. This problem developed because of rapid expansion of staff. The informality which was effective in a small group lost its effectiveness as the group grew to be larger and personal contact was reduced. This weakness is being corrected by a conscious effort to keep employees informed through notices, group meetings, and direct contact with appointed spokesmen who represent the group.

In the Business Office, the chief weakness lies in the fact that we have not yet been able to catch up with the volume of work. Our accounting records at present are approximately one month behind. We are making a determined effort to bring them up to date, and to keep them current. Progress is being made.

We are somewhat weak in that we do not have people trained to take over duties of our staff in the event that a vacancy should occur either temporarily because of illness or accident, or permanently for other reasons. This problem is currently being taken care of by training additional bookkeeping-machine operators and other back-up people.

V.

REPORT FROM THE DEAN OF INSTRUCTION

The administrative structure, which provides for the coordination of the five instructional areas under one Dean of Instruction, has helped to further the harmonious working relationship necessary to achieve the goals of the institution. Each Area Chairman is provided with a great deal of latitude in directing the development of his particular area. He works closely with the faculty in his area and with other instructional administrators. Through this conscientious coordinated effort, major instructional problems are shared and solved by the continuous interaction of those concerned. The Learning Resources Center Director, who is also a member of the instructional team, provides many of the services necessary to develop excellent instructional programs. The Director of Continuing Education helps the team fulfill our educational commitment by focusing on the unique needs of many of our adult citizens who are part-time students.

We believe that the interests of our students are best served by providing total program experiences which allow for freedom of expression, exposure to creative processes, and the opportunity to develop saleable skills, as well as an opportunity to develop an understanding of the culture in which we live. Our faculty has been selected to accomplish these purposes. All have excellent preparation in their teaching area and possess a sincere desire to help students learn and enjoy learning.

For the past two years, but with only one year of a full-time schedule and faculty, we have all been busy with the task of preparing laboratories, selecting course materials, and developing course outlines. In the near future we hope that time and finances will permit a significant amount of institutional research. Opportunity should be provided to faculty members to conduct research in such

areas as learning improvement, evaluation criteria, and teaching productivity. The administrative team should have the time and finances to also conduct the research studies necessary to maintain the viable and dynamic nature of the institution.

Each Area Chairman and Director has developed a comprehensive review of the particular activities undertaken in his area. In all instances, the faculties of the Areas were involved in the preparing and the writing of their respective studies. These studies, together with this brief introduction to them, serve as an overview of the instructional mission at Monroe County Community College.

BUSINESS AREA

Philosophy and Objectives

The philosophy of the Business Area complements that of the entire College. The comprehensive structure of the programs within the area implement the philosophy, the business students' programs reflecting a balance between skill development and general education. It is within the philosophy of this area that all citizens of the county, regardless of age, can be either retrained in one of the career areas or receive upgraded training in his present field of endeavor.

The objectives of the area are as follows: (1) To provide the citizens of Monroe County with a program in college transfer pre-business administration curricula comparable to the freshman and sophomore level training at most four-year institutions; (2) To provide the citizens of Monroe County with two-year career programs in secretarial science, marketing, accounting, data processing, and general business; (3) To make available to the citizens of Monroe County programs for retraining in the area of business; (4) To point out the need and provide the facility for short-term courses and seminars in business at the adult and continuing education level; and (5) To provide practical experience through some cooperative programs.

The Transition from Ida to the Campus

The main task, after equipping the vocational labs and hiring faculty, was to coordinate the Area organization and to prepare for full-time instruction in the Fall of 1967. The transition went smoothly. College equipment was not being used at Ida, thereby eliminating problems of moving. The stenographic rooms were ready in August; and as equipment began to arrive, it was moved in and the

labs were made operational and ready for classes. The budget provided for two teachers to begin two weeks early to set up the labs and to become familiar with the new equipment.

Another factor aiding a smooth start was that classes began in October, giving us time to move in and to get organized. The Distributive Education lab in the basement of the library was not needed until February, at which time it was ready.

Problems encountered during the early part of the first semester were merely inconveniences of facilities and of little consequence. Instructors found office space lacking and rooms cramped, but everyone knew that as soon as the Learning Resources Center opened, pressures would be relieved. Probably the single most important factor contributing to a smooth transition was the faculty's patience and understanding.

Between semesters, the Distributive Education lab opened, providing the facility to offer courses in retailing, salesmanship, and advertising.

The State Department approved two new programs in Data Processing and Court and Conference Reporting. During the second semester, these programs were initiated by offering Touch Shorthand and a new course in data processing.

We are in the process of establishing the data processing laboratory. This has thus far been a frustrating experience because of its complexity. The lab is used during the day for administration of student records and grade reporting, and in the evening for instruction. While this equipment is not yet being used to capacity, the college is already realizing much of the potential this lab offers.

As the transition period ends and the faculty begins to mature into a professional team of business educators, they are recognizing that there is a need to collectively initiate changes in programs.

The next stage of development might be in the form of an integrated approach to the operation of the Area which would totally involve the business faculty. Through this approach, improvements would take place in course content, teaching methods, and instructional resources and materials, as they relate to other courses and programs in the Area.

Scope and Offerings

During the second year of operation, the Business Area matured into an integral part of the Community College. During the first semester of operation in 1966, the Area had 175 student enrollments in 9 courses for a total of 650 credit hours being taken by students. This has grown to a total of 500 student enrollments in 25 courses for a total of 1754 credit hours, and accounts for approximately 17.6% of the total credit hours being taken by students. The total Instructional operating budget for the Business Area for 1967-68 was $68,000, which is approximately 12.2% of the total Instructional operating budget of the College.

Every business program listed in the College catalog is underway. The two new programs approved by the State Department were started during the second semester. The Vocational Business Curriculum includes four specialities in secretarial science, marketing or distributive education, accounting, data processing, and court and conference reporting. The transfer business curriculum includes economics, accounting, marketing, management and general business administration courses.

Activities of the Area

The Business Area's faculty participated in many special activities through the year.

Among the activities directly related to the operation of the Business Area were reorganizing and expanding the Advisory Committees, laying the groundwork for a Distributive Education Club, developing three new courses in Economics (one for career students and two for transfer), training an instructor for Touch Shorthand, participating in interviews for the hiring of a data processing operator, suggesting and helping implement a program in data processing for the manager to be offered through the Adult and Continuing Education, establishing guidelines for implementation of a cooperative-education program, and making many contacts with local businesses for help in making the Area a more effective training center.

Activities relating the Business Area to the College as a whole were prominent, too. The faculty submitted major revisions for the 1968-70 Catalog, participated in a conference in Washington, D.C., for project ARISTOTLE, participated in meetings with counselors to solve problems in advising, and helped obtain free computer time for instruction from a major utility in Monroe.

Individual faculty activities included attending numerous professional meetings and conferences, experimenting with a simulated business game as a means of instruction, and coordinating Business Area curricula with courses and curricula in other Areas.

Finally, the Business Area was active in furthering the College's good relations with its community. Area faculty planned and executed a Community College orientation program for high school business and co-op students of the county, developed a promotional slide-tape presentation on the Area to be used for the promotion of the career training programs at the Community College, participated in Chamber of Commerce activities, and participated in local high school career days, college night presentations, and gave numerous individual presentations.

Weaknesses

1. Lack of anticipated enrollment in career areas. The cost of operating programs is thus high per student.
2. The small size of the Distributive Education laboratory. It is too small to accommodate the desired instruction for that area.
3. The advising system. This system still seems to be frustrating to the faculty. Steps, however, have been taken which might correct the situation.

Strengths

1. Individual effectiveness of the faculty in classrooms.
2. Adequate, well-equipped laboratories which aid the instruction and give adequate flexibility.
3. Monies available to purchase audio-visual materials needed for instruction.
4. Flexibility of the facility and the equipment, coupled with faculty interest, enabling many levels of instruction in one class. Skill classes, with low enrollments, such as advanced typing and shorthand, can be combined into one group for multi-level instruction.
5. The area chairman's authority to spend up to $100 for Instructional Materials, providing the area a means to take care of exigencies with minimum effort.
6. Reorganized Citizen Advisory Committees, which strengthen the communicative link between the community and College. The faculty member responsible for teaching in the area of interest acts as liaison between the Advisory Committee and works with the lay chairman of the committee.
7. The respect of the faculty members for each other. This is complemented by a spirit of cooperation that exists between areas.

8. The willingness of community leaders in various areas to come to the College to speak to students, or to permit students to come to their places of business for observation, training, or for field trips.
9. Faculty in the Area feeling that they have the necessary freedom to teach as they see best. New ideas are not stifled; in fact, they are encouraged by the administration at all levels.
10. A young and energetic faculty.
11. A lack of established traditions which might hinder creativity.

HUMANITIES AREA

Philosophy and Objectives

An institution unique to higher education, the community college is concerned with those students who will transfer to a four-year college or university, as well as those who will probably end their planned formal education after earning their associate degree. The community college, therefore, deals with an astoundingly wide range of student abilities, interests, and ages. The Humanities Area recognizes and accepts its share of the responsibility to work effectively with these student differences. Be the course remedial or advanced, "transfer" or "career," freshman-level or sophomore-level, we want that course to have integrity, worth, dignity, and a raison d'etre of its own.

Activities of the Area

The Humanities Area has been active this year in all phases of the College program: instructional, co-instructional, and College operation.

Instructional - In all subject matter divisions of the Humanities Area, we have looked piercingly at the content, sequence, and prerequisite requirements of our courses. This study was a coordinated effort, involving in all cases the Area Chairman and the faculty in the subject matter division, in some cases the whole Area faculty, and where appropriate, the Chairmen and faculty of other Areas. The new course outlines are only surface manifestations of research, appraisal of our students' needs, analysis of four-year colleges' requirements, and--occasionally--compromises between idealism and realism.

In art, we have revised the two programs in order (1) to make scheduling the courses easier, (2) to increase the depth of the art study and the breadth of the general study, and (3) to open more options to the student. Furthermore, because of the art instructor's careful planning and his willingness to accept extra

responsibility so that the art program may become strong rapidly, we have been able to offer some advanced laboratory courses by running them at the same time and in the same classroom as the beginning courses.

In drama, we are planning a new course in acting, and in speech, a new course in oral interpretation. Slowly the equipment is arriving for our lab theater, and finances allowing, it may be operating next year.

In foreign languages, the completion of the Instructional Resources Laboratory at mid-year allowed us to begin realizing the potentials of the audio-lingual approach. Gremlins are still active in the equipment, but we are systematically exorcising them.

In English, we have substantially altered both the content and the approach to Communication Skills 101-102 because we felt that our present course was not meeting the needs of its students. The faculties of the Business and Technical Areas helped to revise the course's content.

At least three very different approaches to Writing Essentials 092 were tried this year. One approach coordinated the classroom instruction with group counseling done by an interested and qualified counselor (the instructor and the counselor consider the experiment largely a failure--but they tried). Valid answers on how to teach developmental English well are simply not available. Nevertheless, the Humanities Area regards English 092 as a valuable part of the community college program, however, and intends to work constantly to improve it.

The Area initiated changes in the prerequisites for most literature courses. Now, students no longer must wait until the completion of English 152 (the second semester of regular freshman English) to enroll in an Introduction to Literature course; they may now enroll concurrently with, but not before, English 152. This change, we feel, has two advantages: it allows a student more flexibility in his scheduling, and it allows us to offer more literature classes.

In music, the Collegiate Singers have consistently improved in quality, and the Stage Band has become a reality. Enrollment in the music courses, substantial from the first, has risen further. Music in a community college, because of the commuting nature of the institution, always has a difficult time; and our music instructor has done an outstanding job in beginning the music program.

Worthy of mention also is the fact that we taught our courses well.

Co-Instructional - The Humanities Area has been active outside the classroom, too. One has only to visit the campus in order to see student art displayed everywhere. Drama productions were varied: a children's play, a reading presentation of Macbeth, a one-act playwriting contest, a performance of the contest's winner in conjunction with other one-act plays, and a lecture-presentation on the theatre of the absurd, the last performed at least three times before student, faculty, and community groups. A Book-of-the-Semester series has been started; the student newspaper, the Agora, is publishing; and a Cinema Guild is forming. The Collegiate Singers have performed intermittently before students and community organizations.

College operation - The Humanities Area is actively represented on every operating committee of the College.

Obviously, the Humanities Area is contributing in major ways to the instructional, co-instructional, and operational facets of the College.

Weaknesses

Probing will discover many weaknesses in the Humanities Area. Most of these weaknesses are attributable to situations inherent in a fledgling community college, and will be solved simply by living a bit longer and working a bit harder. At least five weaknesses, however, will require special attention.

1. Part-time faculty recruitment and coordination. We have been fortunate in finding competent part-time faculty members. Finding them has not been easy, however; the county does not abound with qualified and interested people. This semester was particularly difficult in that respect. Furthermore, once they were employed, we have not been successful in making them feel integrated and valued members of the faculty. Total success may be impossible, but we need to work harder in communicating and planning with our part-time faculty.

2. Too heavy a composition load for teachers of English. At this college, an English instructor teaches five classes, usually four of them composition classes with 25 students each. This load is too heavy if teaching composition is to be done well. The Area Chairman, the Faculty Senate, and the Ad Hoc Faculty Negotiating Committee are all on record as favoring a reduced composition load for English faculty. Logic, humaneness, concern for good teaching, and increasingly-common practice in other community colleges all call for the change. Trends clearly indicate that the best English instructors will not long remain in, nor be recruited for, positions which call for teaching the heavy composition load we have here. Hopefully, College budget considerations will consider this a highest priority item for alleviation.

3. The inadequate facilities for rehearsing and producing drama. The stage in the cafeteria presents the same problems which would occur should someone attempt to perform a play on a large table. The lab theater in the basement of the Student Services Building will help, but nothing will solve all the problems until specially-designed facilities are available.

4. Lack of a reading improvement program. Studies show that low reading ability is a common characteristic of community college students. Hence, a strong reading program should be a "must" in any public community college: Lack of a reading improvement program is a weakness expensive to eliminate, however,

and eliminating it in the near future probably is beyond our resources. Therefore, we shall try using programmed reading texts in a few selected classes next semester to see if they may prove worthwhile.

5. Meeting student demand in foreign languages and art. We are at an awkward stage in the development of our foreign language and art areas. Our projected enrollment does not justify two full-time faculty members in each of these areas, yet will probably call for at least an additional half-time person in each area. Finding these qualified part-timers, who can teach during the day, may be an insurmountable task.

Strengths

1. The collection of Humanities Area materials in the Learning Resources Center. The staff of the Learning Resources Center has been magnificent. It has in general chosen extensively and wisely the materials related to the Humanities Area. Our book purchase recommendations have been accepted without reservation, and priorities on periodical and film purchases are being worked out. Because of increasing involvement of Area Chairman and Humanities faculty in purchasing recommendations, the quality of an already-good collection should rise proportionately.

2. Friendly feelings and coordination with other Areas. The English faculty initiated extremely fruitful meetings with the Technology and Business Areas to help revise the content of English 101-102. Earlier, one of the instructors met with the Technology faculty to learn more about their requirements. The electronics faculty man helped us by checking the frequency of our tuning fork on an oscilliscope, thus proving to an obstinate company that we indeed did need our piano tuned. The drafting and typing faculty have donated advice and extensive use of their facilities to the newspaper staff. Many other examples of formal and informal cooperation could be cited.

3. The art facilities. They are excellent, as they should be, given the art faculty's willingness to work with the Area Chairman in planning and ordering, and the administration's willingness to support the program. In our facilities, art students can work extensively in any media except delicate metalcraft. Planning for this and for commercial art will begin next year.

4. The hiring procedure for new faculty in the Area. We believe that faculty involvement in hiring, as in most other Area matters, will result in a continually strong and imaginative faculty. Formalized by a ditto master and approved by the Dean of Instruction, the hiring procedure for this Area is as follows: At irregular intervals, the Chairman will review the applicants' files with the Humanities Area faculty members whose subject matter field is the same as the applicants'. These faculty members and the Chairman will recommend to the Dean the applicants they wish to interview. The applicant's interview consists of three steps: (a) an interview with the Chairman and the faculty in whose subject matter field he is applying; (b) an interview with the entire Humanities Area faculty except the Chairman; and (c) an interview with the Dean of Instruction, the Chairman, and the President, if he is available. The Humanities Area faculty and the Chairman will then agree on a recommendation to the Dean of Instruction.

5. An excellent faculty. We are an academically well-prepared faculty. All our full-time instructors (and all but one of our part-time instructors) have earned the M.A. degree, and often graduate hours beyond. We are an experienced faculty; our average and median years of teaching experience is seven. And we are a humane faculty, interested in our students. The registrar reports that the Humanities Area--containing subject matter divisions which are traditionally scythes in the fields of academic growth--has among the lowest failure and drop-out rates in the College. The general reaction of our students to us is "tough, interesting, and fair." Not exactly faint praise. May it be the beginning of a strong tradition.

MATHEMATICS-SCIENCE AREA

Objectives and Scope of Courses

In the mathematics phase of the Area, our general objectives are: (1) to provide a remedial program in mathematics for low ability or poorly prepared students that they might fulfill their college mathematics requirements; (2) to provide the freshman and sophomore level mathematics courses required for as many of the programs of the four-year institutions of the area as possible; (3) to provide a useful and comprehensive mathematics program for the technical student; and (4) to provide mathematics courses for the general interest of the community.

The various programs in science have these objectives in common: (1) to make the student more conscious of and familiar with the world about him; (2) to acquaint the student with the philosophy and method of science; (3) to acquaint the student with the techniques used by contemporary scientists; and (4) to help the student gain fundamental knowledge and skills related to his career and academic goals.

The philosophy underlying the health-physical education courses are that they should: (1) incorporate as major objectives such basic democratic principles of American life as freedom, fair play, cooperation, team play, moral and ethical behavior; and (2) develop basic concepts of health related to personal, family, community, national, and world health problems.

A heterogeneous student body requires that a wide range of courses be available. The Science-Math Area is implementing the college philosophy through this broad range of course offerings. The courses offered in the Area are biology (including general botany and general zoology), chemistry, mathematics (including developmental courses in algebra and plane geometry, a three-course sequence in technical mathematics, and the usual transfer courses), physics (including a two-semester sequence in technical physics and--next year--a combined general and

engineering physics course), and health and physical education.

Each course has specific objectives which are enumerated in the course outlines.

Program Development

The Mathematics-Science faculty is actively involved in studying various aspects of its program. The following summaries are evidence of our conviction to continually search for ways to improve the quality and content of our course offerings.

Life-Science Building - Plans are being made for the addition of a Life-Science Building to the campus as soon as funds become available. Funds for planning the building have been received, and the staff is in the process of working with the architect.

This building will include the following Science facilities:

1. Lecture room for 100 students.
2. Greenhouse.
3. Animal room (Environmental controlled)
4. Botany and Zoology Laboratory.
5. Laboratories for the Natural Science courses. (General Biology and Physical Science.)
6. Microbiology Laboratory.
7. Nursing Laboratory.
8. General Chemistry Laboratory.
9. Analytical Chemistry Laboratory.
10. Organic Chemistry Laboratory.
11. Several classrooms for use by all science courses.
12. Offices for faculty involved in Science area.
13. Audio-Tutorial laboratory that can be used in all areas of the science program. Set-up would include 18 stations so that more than one class can use the facility at one time.

The health education facilities planned in the new building will include the following:

1. main gymnasium
2. gymnastics room
3. weight room
4. handball courts
5. swimming pool
6. recreation
7. classrooms
8. training rooms
9. supporting facilities

The completion of this facility will allow us to expand and present a much more diversified health education program.

Activities of the Area

The Math-Science Area has had a busy year. We have done considerable planning for new courses and new programs. A course in mathematics for elementary school teachers (Math 156) has been added to our curriculum. Also, we are studying the possibility of replacing our present three credit hour trigonometry course with a four credit college algebra-trigonometry course. An advisory committee of engineering and industrial representatives has helped prepare a curriculum outline for a two-year Associate Degree program in environmental control. And the College is considering establishment of a two-year Associate Degree nursing program, the physical facilities for which are being included in the planning for the Life-Science Building.

We have made revisions in our present courses, too. We have begun to prepare a new manual for students who enter our general biology course; ~~no~~ commercially-prepared manual has been found to be satisfactory. We are considering a new audio-tutorial program for technical physics. And in chemistry a unique general chemistry laboratory approach is being used to help students gain experience in the use of the scientific method; students work at an individual pace and explore to a depth corresponding to their ability and desire. In Chemistry 152 this semester, a programmed instructional aid on molecular equilibrium is being used. We are studying the backgrounds of the students who initially enrolled in Chemistry 151 for the fall semester, 1967, hoping that the information will help us in our evaluations of the course's content and its placement. Finally, we have revised all course outlines to present a more realistic appraisal of the course content.

In other ways, too, we have been active. Our development of an outdoor nature laboratory is proceeding; eventually this laboratory will include ponds, marked nature trails, labeled vegetation, and biological investigation projects. A

concerted effort has been made to establish effective liaison with the major universities in the state. And arrangements have been made with the Monroe Branch of Marygrove College to share certain aspects of curriculum, faculty, and facilities for the mutual benefit of both institutions.

Problems

1. The proper placement of students in mathematics courses. Other colleges are being contacted for suggestions and various placement tests are under consideration.
2. The wide variety of mathematics courses requiring several faculty members to have more than two course preparations in a semester.
3. The lack of indoor and outdoor facilities limiting the scope of offerings in health and physical education.
4. Not yet having been able to establish effective liaison with high school departments which prepare students for course work in our area.
5. Lack of sophomore level courses in the chemistry program.

Strengths

1. Modern facilities with adequate equipment and teaching aids.
2. The beginning of a well-rounded library collection to meet the needs of students of varying reading levels and reasoning abilities.
3. A dynamic staff committed to the community college concept and to helping students achieve their maximum academic potential.
4. The ability to present a broad program of course offerings in relationship to the limited number of faculty members.

Other strengths are apparent upon examination of the many activities of the Area.

SOCIAL SCIENCE AREA

Philosophy and Objectives

Unlike four-year institutions, community colleges are concerned not only with students who are transferring to four-year liberal arts institutions, but also with those students who will be completing two-year career programs. Consequently, the Social Science Area has been concerned with the development of sound transfer curricula for both transfer and career students.

In the transfer area, the Area objective is to provide courses in anthropology, geography, history, political science, psychology, and sociology which will permit the transfer student to complete his first two years of college work at Monroe County Community College.

For students on the career programs, the aim and responsibility of the Social Science Area is to help make these students aware of their political and social roles in our society. Currently, two courses--American Institutions and the Social-Psychology of Human Relations--are offered for this purpose. If greater depth proves to be needed, additional courses can be developed.

Activities of the Area

In the Fall of 1967, classes were offered on the College Campus on Raisinville Road. Although the classrooms in the library building were not available until February, 1968, a full schedule of offerings in the Social Science Area was taught in the East and West Technology Buildings. Both day and evening courses were offered for the transfer and career students.

During this academic year, the number of course offerings for the transfer and the career students was increased. The following courses were also offered for the first time: World Regional Geography, Geography of Michigan, Psychology of Adjustment, International Relations, and Modern Social Problems.

In addition to the new course offerings, all current courses in the Catalog were reviewed for the new 1968-70 edition. Considering the academic preparation

of the Social Science faculty and the needs of all of the students who will be taking courses in the Area, the following changes were recommended: Ethnology 152 was dropped because a qualified instructor was not on the staff; Development of American Culture 156 was deleted since American History 154 and 155 serves the same needs; Experimental Psychology was dropped since it is considered a Junior-level offering at most institutions; and Educational Psychology was deleted because it is an integral part of the core Educational blocks at the four-year institutions. American Political Parties 254 was added to the curriculum in place of Public Policy 251, since the consensus of the Area was that a course in Political Parties would meet a greater response from the students in an election year. A course in Asian Civilization 254 was also added; current interest in Asia, preparation of the faculty, and acceptance for transfer credit by most four-year institutions made this addition feasible. The additions of courses in Industrial Psychology and the Psychology of Personality was considered, but senior institutions indicated they would not accept the courses as equivalent credit; therefore, they were not recommended to the Dean of Instruction.

All members of the Social Science Area have taken an active interest in the development of the library. Throughout the year, books have been ordered in all subjects offered in the Social Science Area. We hope to continue this policy, which will improve not only the library holdings in the Social Science Area, but the library collection in general.

The faculty of the Social Science Area has been active in other College activities that were not intimately related to their teaching assignments. They are represented on most of the Standing College Committees such as the Professional Problems Committee, the Learning Resources Committee, the Academic Review Committee, the Faculty Senate, and others.

The Area sponsored a debate on Vietnam which was held in the Campus cafeteria. The position of the Johnson Administration was defended by Mr. Jack Minor, City Editor of the Monroe Evening News and challenged by Mr. Robert Farnsworth,

instructor in Political Science at the College. The attendance was excellent, and the questions from the audience indicated that both participants did an impressive job of presenting their material.

Mr. Donald Connor held an open discussion at the College regarding the Religions of the World. Many of those in attendance were students who wanted to pursue the religious topics presented in Mr. Connor's class, Western Civilization. This discussion group has now developed into an Interfaith Discussion Group under sponsorship of Mr. Connor.

Members of the Social Science Area have spoken to groups off-campus. Mr. Farnsworth presented a paper on Vietnam to the Rotary Club, and Mr. Welch presented a Historical Perspective on Vietnam to the Exchange Club of Monroe and the Good Shepherd Lutheran Church. Furthermore, Mr. Welch, Mr. Leski, and Mr. Farnsworth volunteered their services for a Speakers Bureau sponsored by the Director of Continuing Education at the College.

In the Spring of 1967, the College was asked by members of the community if a course in Law Enforcement could be offered by the College. The Dean of Instruction suggested that the Director of Continuing Education and the Area Chairman for Social Science investigate the need for such a program. Accordingly, an advisory committee, consisting of law enforcement representatives from the city and county of Monroe and the State Police, met in April, 1967. Dr. Hecock, Director of the Police Administration Program at Wayne State University, was the guest speaker. He discussed the role that the community college could play in developing a Police Administration Program, what has been done at other community colleges in Law Enforcement, and the relative merits of transfer and occupational programs. At the conclusion of the meeting, further study was recommended by the advisory group.

Consequently, the Director of Continuing Education and the Area Chairman for Social Science attended a Law Enforcement meeting at Delta College which surveyed the work which is being done in community colleges in Michigan. Additional meetings were arranged with Mr. A. F. Brandstatter, Director of the

Police Administration Program at Michigan State University, and Dr. Hecock. In each instance, the College was advised to pursue a transfer rather than an occupational program. Therefore, three additional courses, Introduction to Law Enforcement 154, Police Interviewing 156, and Criminal Law 251, are being developed to complete the course requirements for a two-year transfer program in Law Enforcement. These courses have been approved by Wayne State University and Michigan State University.

In the course of the investigation, the local Law Enforcement agencies indicated that they desired some non-transfer courses which would assist them in their work. Through the use of a survey, Mr. Nevel concluded that a course in the application of criminal law was most desired. After consultation with the prosecutor's office in Monroe, Mr. Nevel's office developed an eight-week non-credit course in Criminal Law designed to give active law enforcement personnel a deeper understanding of the legal framework in which they operate. This course was offered.

Weaknesses

1. Lack of response by students to form clubs such as a Sociology or History Club.
2. The advising system. The present system is designed so that faculty members will advise students in all programs; its theory is that this will promote interdepartmental unity, and, at the same time, make individual instructors cognizant of all programs that are offered at the College. We believe that students can be more effectively advised if the instructor can advise students in programs that are related to his own professional training.

3. Lack of Security in the typing pool, despite adequate secretarial assistance. This situation needs further attention.
4. Heavy teaching loads according to modern college standards. A twelve hour teaching load needs to be established. Such a load will enable the instructor to keep abreast of the current materials in his field, and it will allow for more individual student orientation.

Strengths

1. Along with the many introductory courses, the ability to offer second year courses in psychology, history, sociology, geography, and political science.
2. The excellent academic preparation of the Social Science faculty. Most of the faculty has completed work beyond their master's degree in their academic area of preparation.
3. The administration's encouraging professional growth by providing funds for the faculty to attend professional meetings. As a consequence, the members of the Social Science Area have attended professional meetings such as the Organization of American Historians, National Council for Geographic Education, Michigan Association of Political Scientists, and the annual meeting of the Michigan Association of Junior Colleges.
4. The responsibility of the instructor for his own course preparation. Much freedom is given to the instructor for course preparation, selection of textbooks, and additional reading materials. The instructor is expected to complete the course as indicated in the catalog.
5. Our processes of self-evaluation and evaluation by the students, the Area Chairman and the Dean of Instruction. Student evaluations are reviewed by the instructor and the Area Chairman. Observations by the Area Chairman are reported to the instructor in writing. After

they are discussed, the signed copies are sent to the office of the Dean of Instruction. It is hoped that an analysis of the evaluations will improve instructors' teaching methods and procedures.

6. The start made toward the purchasing of films, slides, tapes, and maps in the Social Science Area. The Area would like to see this continued.

7. The excellent library development program. The faculty has been encouraged to order all books that are needed for successful presentation, amplification, and development of their courses.

INDUSTRIAL TECHNOLOGY AREA

Philosophy and Objectives

The quality of education, marked by excellence of instruction and appropriate standards of student achievement in all curriculums, is the foremost commitment of the Industrial Technology Area. Emphasis is placed on teaching responsibilities rather than research activities. Our philosophy stresses team effort and cooperation among the five instructional areas.

The Industrial Technology Area has provided educational experiences and training for post-secondary youth and adults toward development of specific occupational skills which will prepare them for semi-professional and technical occupations. With this training available, it is presumed that persons other than associate degree students, such as apprentices and extension students (non-program), will be offered instruction on the same basis in the same classes with class performance standards remaining equal. Those already employed and seeking upgrading in their specialty area may do so by registering in the college courses after meeting the entrance requirements. Courses tailored specifically to satisfy a particular industrial need will be available upon request after the appropriate research dealing with course development has been completed.

The Industrial Technology Area has also, as an objective, quality instruction for certain transfer students. This Area has been charged with the responsibility of providing course offerings, patterned after those of Michigan universities, for transfer credit in electrical, mechanical, and civil engineering.

Scope of the Area's Work: Instructional

Curricula

The Industrial Technology Area offers programs leading to the Associate of Applied Science degree. Eight programs are available through the Area as

specializations associated with this degree: automotive technology, drafting and design technology, electronic technology, mechanical technology, industrial management, commercial art, agri-mechanics, and agricultural technology.

Course Offerings

The 1967-68 school year found the Industrial Technology Area with a wider variety of course offerings than the year preceeding. A complete selection of first year specialty courses was made available in limited number to career students. Thus far, as per the recommendation of the Dean of Instruction, only one course in Drafting (Tool and Die Design) has been offered for advanced students.

Class sizes were for the most part reasonable, although there were several instances of classes being larger than the class sizes recommended by the Area Chairman and the Dean of Instruction. On the other hand, there were several instances of an insufficient number of students to establish an enjoyable classroom atmosphere. During the second semester the Area Chairman and the Area faculty met with the Dean to establish firm limits on class size for courses involving machinery which crowding might make hazardous; these talks were satisfactory for all concerned. It appears as though class sizes will not be a problem of the Technology Area.

There are five full-time faculty members and one part-time faculty member presently employed. Next year we will have a sixth instructor qualified to teach the advanced classes to be offered in drafting.

Scheduling of the Engineering Drawing courses by the Area Chairman for Technology has assured continued support to that curriculum. The courses are filling well and moving smoothly. We have met with administrators from several universities to bring us up to date on recent changes in their curricula and we have adjusted ours where advisable.

Laboratory Development

After preparing equipment bid specifications for the various technology laboratories to be purchased under the Vocational Education Grant of 1963, bids were studied and selections made. In making decisions regarding costly items, it was in some instances necessary to travel to make adequate comparisons. Other community colleges and universities were visited for formulation of ideas on classroom furniture selection and seating arrangements, as well as for laboratory equipment.

Equipment began to arrive in August with technology instructors reporting on September 4, 1967. Machines, storage cabinets and benches were placed according to the Master Plan and revisions made when individual instructors felt changes were necessary. Initial progress was slow because some orders were filled incorrectly and purchase order numbers were not placed on the equipment. At the present time, most equipment ordered in February, 1967, has been delivered and installed with the exception of a few broken or back-ordered items. Some equipment with long delivery dates, however, has not yet arrived.

Storage areas are being developed and tool racks built for the convenience and protection of the new tools. Additional equipment such as hand tools and expendable supplies have been ordered.

Equipment lists have been developed for advanced courses such as Gauging and Inspection, which were not developed in the early stages of equipment buying. These items will be placed on order soon.

Scope of the Area's Work: Co-Instructional

As part of our responsibility to inform the public and to integrate the College into the community, the Area Chairman and instructional staff have all given speeches, participated in high school career day activities held in the county high schools, or both.

The staff also worked hard in developing plans for an open house at the College which covered a four-day period, the program being presented five times. Approximately 550 high school students interested in the technical career programs, counselors, teachers, and directors were invited. The program included a slide presentation, guided tours by our student guides, and planned demonstrations by the faculty and student assistants. In addition, speakers were provided to briefly speak about sports, job placement, draft deferment, and financial aids. An interesting sidelight to the open house featured an orientation session dealing with transfer possibilities to major Michigan universities which was attended by the visitors, counselors and teachers. Dr. Weber, Chairman for the Humanities Area, came to answer questions dealing with the College's transfer programs. The success of this venture should be attributed directly to the participants drawn from nearly all high schools in our service area; the teaching and audiovisual faculty, for their understanding and cooperation; and College students, who directed the tours and provided general information.

Members of the Technology staff have joined numerous professional organizations to add strength and breadth to our philosophy and everyday work skills. All of the staff have joined the American Vocational Association, the strongest and most influential national organization in the Technical-Vocational fields. All have joined at least one other professional organization, local, state, or national, to help keep the College in the public limelight and to strengthen their own foundations.

Informational articles have appeared in the Monroe Evening News, The Toledo Blade, and The Adventure throughout the school years, 1966-68.

Project "Native Son," a program sponsored by the Greater Monroe Chamber of Commerce, helped to stimulate and, hopefully, to entice Industrial Technology students toward employment in Monroe County. The program received the full support of the Technology staff who encouraged students to be interviewed for

possible job placement. Instructors conferred with the employers in pleasant and informative give-and-take sessions which created better understanding of our College.

Frequent visits to local industries have acquainted us with their products, personnel, and problems. As a result of these activities and correspondence, Continental Aviation has donated a jet engine; Champion Spark Plug Corporation, two tractor engines complete with accessories; Ford Motor Company, automobile engines and other accessories; R-Engineering, numerous models; General Motors, engines and other accessories; Chrysler Corporation, a cut-away model engine and model carburetors; Toledo Scales, electronic control units, supplies, and circuit boards. The Dean of Instruction and the Area Chairmen for Business and Industrial Technology attended the Leland Conference for Coordinators in an effort to strengthen their backgrounds and to enhance their own coordinating techniques.

All Technology Faculty and the Area Chairman serve on at least one institutional committee. In addition, all have also served willingly and faithfully on Area Ad Hoc Committees.

All Technology Faculty have attended at least one conference or workshop. Most have attended two. Each instructor has one hundred dollars available for these items and has been encouraged to use the money to its best advantage. Pooling monies has proven to be desirable by allowing faculty to travel greater distances one year in exchange for shorter trips the following year, and vice-versa.

Advisory Committees

The Advisory Committees are of the highest caliber. They have met when asked in addition to their regularly scheduled meetings, and they have helped substantially with the Area Chairman's coordinating functions. After considering the advice of Dr. Beckes about the number of members per committee, the Area

Chairman, with the recommendations of the instructors responsible, and with one exception, raised the number of committee members per committee to seven.

The one exception is the Agricultural Technology Committee, which remains with one committee member, the County Agricultural Agent, who acts as the liaison between Michigan State University and Monroe County Community College. Since this is a cooperative degree with the specialty courses for the various available options being offered at Michigan State University, we believe that one member can operate adequately and effectively with the Area Chairman. It is interesting to note that this joint venture of the Associate Degree in Agricultural Technology is the first of its kind in this state and perhaps, the country.

In January, 1968, the Instructional Council met to consider the recommendation of Dr. Beckes that top management in the field of industry be brought together into a general council to consider the educational needs of industry on a broad basis. The committee voted unanimously to use the total talent enlisted on the existing advisory committees as the General Council chiefly because top management and influential personalities who are cognizant of industrial educational needs were already on many advisory committees. A General Council meeting was called in March. Mr. Eckhardt, Mr. McKay and Mr. Welch volunteered to develop a program which included dinner, progress reports, tours of the facilities and advisory meetings with the instructional staff, who gave freely of their own time to attend the meetings. Attendance was excellent. Many suggestions evolved from the discussions. Representative suggestions now being considered by the Administration are: (1) requiring tool kits for Automotive and Mechanical Technology students; (2) requiring more computer circuit training in electronics than had been previously planned; (3) eliminating the D.C. Fundamental course as a requirement for all programs except Electronics Technology. (This recommendation has already been approved.) Further General Advisory Countil meetings will be called as time permits and as the need arises.

Experimental Programs

The only program additions to the technical career area since the College's inception are the Agricultural Mechanics and the Agricultural Technology curricula. Both programs were developed because of the apparent needs of our county, which are agricultural in nature. The students enrolled in this program will transfer to Michigan State University at the end of the first year and complete the degree with two additional school terms and two cooperative terms. To our knowledge and that of Michigan State's, this is the first program of its kind in the country. (Neither program will cause any strain on the College budget for additional staff nor any increase in facilities at this time.)

Experimental certificate programs in Automotive Mechanics, Foundry, Welding, in addition to Associate Degree programs in Architectural Drafting, General Industrial Maintenance, and Climate Control, will not be started as planned. Although the course descriptions and programs have been developed for the certificate programs, the necessary funds will not be available to fulfill the staff requirements. Planning has also been done toward the possible introduction of programs in Aviation Technology and Plastics Technology.

The Administration has met with representatives of the United Auto Workers and the Ford Motor Company to discuss the possibility of training their apprentices. A document has been prepared by the Area Chairman and the Dean of Instruction to stipulate equivalencies and other working agreements. We expect to be training from 100 to 200 apprentices during the Fall semester of 1968, if conditions prove to be satisfactory to both parties.

Weaknesses

1. The College advising system. This, for our Area, is a pronounced and serious weakness. The philosophy of random sampling appears desirable

because it is supposed to establish a relationship between instructors and students with varying vocational interests. Pragmatically, however, the system has not worked. Since the student is assigned an advisor after meeting once with a professional counselor, the remaining responsibilities of program advising, etc., rests largely with the College faculty, who generally assert that they are not adequately prepared for such responsibility. As a result, many of our students have obtained inaccurate program advising which has been detrimental to their normal progress.

2. Low student enrollment. This has created a high cost of operation.

Strengths

1. A definite feeling of harmony and "espirit de corps" among the technical staff. Every instructor has given more than his share of effort to launch the programs successfully.

2. Inter-Area cooperation. Conferences were held with the Physics and English departments as well as with the counseling staff to coordinate general course offerings with the Technology specialty course offerings. Mr. McDonald, Area Chairman for Math and Science, is planning similar conferences for Technical Math.

   The Electronics Department has furnished instrumentation and technical assistance to provide demonstrations in Physics, Music, Math, and Natural Science. Welding demonstrations are to be held soon. The Mechanical Technology Department has also provided lectures and demonstrations for the Engineering Drawing classes to provide information and to overcome the engineering student's deficiency in this area.

3. The excellent quality of lab equipment on hand. Quality equipment tends to inspire quality work.

4. The Area Chairman's authority to spend up to $100 for Instructional Materials. This is a definite strength since it allows more flexibility within the area for light purchasing and speeds the purchase as well.

   Also, the new three-part requisition form - developed upon the recommendation of the Technology Area - has eliminated most of the problems in purchasing records control.

5. A fine collection of specialty reading materials for the Learning Resources Center. The Area faculty has worked hard to help develop this collection.

CONTINUING EDUCATION

Objectives

The Continuing Education program is responsible for meeting the educational needs of all segments of the adult community which are interested in informal classes, seminars, conferences and other learning situations. The Department cooperates with business, industry, and other community groups in planning and in developing specialized programs.

During late afternoon and evening hours, liaison services are provided for the part-time instructors who handle credit classes.

Working in cooperation with the Cultural Affairs Committee, lecturers, artists, and cultural programs are brought to the student body and community.

Finally, the Office serves as a coordinating unit for community groups which use campus facilities.

Scope of Activities

Six programs were developed and presented to 115 adults of the community, most of whom indicated it was their initial contact with the instructional services of the College. The six groups represented widely different segments of the community. The season opened with eight seminar sessions in Techniques of Management for owners of small business and industry. Through the cooperation of the Small Business Administration, Washington, D.C., several speakers in specialized areas were obtained from the Detroit area.

A six-week workshop for men in management and sales provided demonstration and practice sessions in the development of effective communication skills.

The intricacies of working income tax returns for individuals was handled by a member of the Internal Revenue Service during a 12-week program. Husbands and wives were encouraged to enroll as a family unit through a tuition-incentive plan.

Managerial aspects of data processing were covered in an eight-week course which was attended by 18 individuals from the administrative level in business, industry, and schools. The instruction was handled by a representative of IBM.

From the findings of a survey made of law enforcement personnel in Monroe County, it was evident that a strong interest existed for a course in criminal law. It was considered essential that the instruction provide basic information for law enforcement officers concerning their duties and that it also develop a better understanding of the officer's relationship with the public. This project is serving as an experimental program in the area of law enforcement in preparation for a two-year transfer program that is under consideration. Staff members of the Prosecuting Attorney's office provided the instruction for the ten-week course.

In cooperation with the Michigan Department of Health and the State Department of Education, a course in mathematics was given for operators of water and sewage plants. The instruction concentrated on the slide rule and was designed to prepare men for a State examination which will lead to an upgrading in classification under Civil Service. A sanitary engineer of the County Health Department was the instructor.

On December 6, 1967 the Continuing Education Department, working through the Cultural Affairs Committee, brought several programs to the College. The first was the "Road Show," a program of six folk song entertainers. This was the first presentation to be made from the new stage. Although only 100 persons were present (8 inches of snow fell that night), the program was well received. Drew Pearson, a nationally known syndicated columnist, was on campus January 17, 1968 at which time 150 students and adults had an opportunity to hear him. An informal reception following his presentation enabled many persons to meet and talk with him. The Monroe Chamber Orchestra and the Monroe Chamber Singers gave

a combined performance at the College to an audience of 164 on the evening of March 19. The student body was well represented and enjoyed the concert. Negotiations are in process for two programs later in the Spring.

The Continuing Education Department cooperated with the Greater Monroe Chamber of Commerce in sponsoring the project "Native Son and Daughter" on December 28, 1967. This activity was designed to bring students of Monroe County, who will be graduating from various colleges in June, 1968, in contact with major employers of the Monroe Area. Eighty student-employer interviews were held at the campus during a four-hour period, and the program was highly commended by both groups.

Coordination services were provided for eight full-day Agriculture Extension meetings which were held on campus during the Winter of 1968, and for many community groups which used the College facilities for banquets and other meetings.

Future Activities

Some programs in Continuing Education will be organized and made available on short demand to meet special needs. We are engaged in a study of three potential projects in response to community interests that have been recognized by the institution: management training, leadership techniques for adults who supervise youth groups, and programs for women.

Courseswhich have been offered during the past year will be appraised and those activities appearing to be in demand will be given consideration when the new schedule is developed.

Weaknesses

During the past year the following situations were deterrents to the growth of the program:

1. General uncertainty, (due to construction delays) until September, 1967 as to the availability of rooms on Campus for Continuing Education activities.
2. During the Fall semester only two buildings being available for general classroom and teacher-office use, thus keeping space for Continuing Education activities to a minimum. This situation changed at the opening of the second semester on February 19, 1968 when the Learning Resources Building was completed.
3. Members of the instructional staff not having time to handle assignments in the non-credit area as they were occupied with preparations for their regular classes and with extra-contractual assignments.
4. College policy opposing the development of non-credit courses in those areas being served by credit classes at the same time an admission requirement of a four-hour placement test for credit programs (only) prevented, or at least inhibited, some adults in the county from enrolling.

Strengths

The Continuing Education program is operating under several conditions which give it strength:

1. The community's apparent readiness for adult activities offered on Campus.
2. The good spirit of cooperation existing between community leaders and the College.
3. The Director being employed on a full-time basis for this activity and having long experience in working with adults in the County.

THE LEARNING RESOURCES CENTER

When the Monroe County Community College opened for classes in its temporary location at Ida High School in September, 1966, the College Library opened its doors in two classrooms in the school. A beginning collection of books and periodicals, professional and clerical service staff, and limited study spaces was provided for the students and faculty. As the academic year progressed, the size of the collection grew significantly--the result of adequate book and operating budgets and no little effort on the part of the Library staff. Excellent library service to the students and faculty has been possible because of the intellectual and fiscal support of the Library by the College Board and Administration.

During the summer of 1967 the Library moved from Ida High School into its temporary quarters in the West Technology Building on the new campus. The existing furniture and shelving were moved into the temporary quarters, but there was inadequate space to provide reading places for students, and many of the new materials had to be stored elsewhere. In February, 1968, the Library staff agreed to move into the permanent quarters in the Learning Resources Center, even though the new shelving had not been delivered; it was the feeling of the staff and the College administration that study space and access to as many of the books in the collection as possible were necessary. The actual moving of the books was accomplished in one day by members of the staff and volunteer students and faculty.

The new quarters provide seating for 250 students and shelving space (when the new shelving is installed) for approximately 33,500 volumes. A large reading room has been provided on the second floor of the LRC. This area was designed because of the LRC staff's recognition of the need of commuter students for a quiet place to study in addition to the actual library. Furniture in the new Library was selected to provide a variety of types of study spaces for the students. There are lounge chairs, sofas, many four-place reading tables, individual carrels,

and closed carrels. A small group study room was provided on the second floor. The collection is in an open-stack arrangement to encourage students to browse as well as to use the card catalog, which has been divided into three separate catalogs (author, title, and subject) for ease in use.

Personnel

The LRC professional staff includes the Director of Learning Resources, a full-time Catalog Librarian, two full-time Reference-Circulation Librarians, two part-time Reference-Circulation Librarians (full professionals), and an Audio-Visual Librarian. A sub-professional staff and co-op students compliment the professional staff.

In general, there has been adequate staff in the LRC to handle the business of running such a center and to provide services to the students and faculty. One of the Reference-Circulation Librarian positions has been vacant for almost six months, and we have been unsuccessful in our efforts to fill that position. This has resulted in times when no professional assistance has been available to the students; we have considered this our most serious problem this year. One problem we recognized was solved when we added an Audio-Visual Librarion to the staff in November, 1967.

Budget

The Learning Resources Center has enjoyed the financial support necessary to progress rapidly. It was the aim of the Library to have in its collection by opening day on the new campus at least 20,000 volumes. It also has been planned that enough librarians will be on the staff to provide professional service at all times the Library is open. In addition to an annual book budget of $20,000, in 1966 a capital outlay of $200,000 from building and site funds was given to the Library for books. The book budgets have been used to purchase books and to

cover the cost of complete cataloging and processing by ALANAR, a commercial processing firm. Gift monies for books in the amount of $500.00 were received from the AFL-CIO Monroe Council and $250.00 from the Kiwanis Club of Monroe in 1965-66. In 1966-67 $300.00 was received from the AFL-CIO. Federal grants of $5,000 (FY66) and $6,078 (FY67) were received under Title IIA of the Higher Education Act. The LRC has received a percentage of the total College operating budget larger than that recommended by ALA Standards for Junior College Libraries.

The Collection

The first book orders were issued in April, 1966. By the end of FY 1965-66 (June 30, 1966) there were 59 volumes received and 6,006 volumes on order. By the end of September, 1966, there were 4,373 volumes on the shelves and 6,013 on order. As of March 20, 1968, the book collection in the Library totaled 19,637 volumes; there were 1,938 volumes on order. Because of adequacy of the book budgets, the Library has been able to build a particularly sound reference collection that includes expensive encyclopedias, directories, bibliographies, and biographical works.

Books in the general collection were selected by the College faculty and the librarians. The Area Chairman for Social Sciences, in particular, has provided the Library with hundreds of selections for an outstanding history collection. Books were purchased for leisure reading as well as to support the instructional programs.

The Library subscribes to over 231 current periodicals, including magazines, journals, and newspapers. Representative newspapers from various parts of the United States are received. Subject matters covered in the periodicals include academic and vocational areas and leisure reading. Most of the titles were selected because of their inclusion in indexes (Reader's Guide to Periodical

Literature, Applied Science and Technology Index, etc.); many were purchased on recommendations from the faculty. A collection of back issues of periodicals is being developed; most of these are on microfilm.

Circulation

As was expected, circulation was low during the first year of operation. The first semester of the second year brought a considerable increase in circulation, and in the second semester, circulation of materials was even greater. Students are obviously being directed to the Library by the instructors for reading, term papers, and research assignments. Some instructors have brought classes into the Library for on-the-spot instruction in the use of Library facilities and materials.

On March 13, 1967, the Library joined a hot-line network with the State Library in Lansing. A Reference Librarian at the State Library telephones the College Library daily to accept requests for service and to report on earlier requests. The students and faculty both have used this free service to a far greater extent than the LRC staff anticipated. Subject requests as well as title requests are accepted by the State Library.

The LRC Committee

The LRC has been fortunate in that the Faculty Learning Resources Committee has been an active, working group. The Director of Learning Resources, who is a member of the committee, presents to the committee problems in the LRC concerning circulation policies, faculty loans, reserve collections and policies, audio-visual services, etc. The committee studies the problems and recommends to the Director of Learning Resources. The committee also acts as the liaison between the LRC and the faculty, and the members take library and audio-visual matters to the faculty.

Problems

Despite the support the LRC receives from the Learning Resources Committee and the College administration in general, the LRC staff recognizes as problems the following matters:

1. Instructors providing students with bibliographies and lists of reading materials not in our collection.
2. Instructors assigning or approving term paper assignments with topics in subject areas too specialized for our collection.
3. Instructors placing too many materials on reserve for their students rather than having the students gain the experience of using the general collection, the card catalog, and the periodical indexes.
4. Misuse of the State Library hot-line. The librarians recognized that, in some cases, students were using the hot-line service rather than our collection, this due in part to term paper topics being in very narrow subject areas beyond the scope of our collection. We now accept only requests for specific titles.

The LRC staff feels that our collection is particularly good for the size and age of the college and, further, that students should not have to go beyond our collection for materials to support their courses (this is not to suggest that the LRC staff would ever discourage a student from going to other libraries on his own initiative after he has exhausted our resources).

These problems, the LRC feels, can be translated to a responsibility of the instructor; that is, that he knows the collection (in his subject area, at least), that he uses the collection, and that, if he recognizes a weakness in the collection, he makes the Library aware of that weakness and provides the Library with titles to fill his needs. We do believe that, with continued efforts and working through the Learning Resources Committee, these problems will be solved.

VI

REPORT FROM THE DEAN OF STUDENT PERSONNEL SERVICES

At the time the College was organized and approval for operation was secured, one of the several major emphases proclaimed for its function was the establishment of a comprehensive, adequately staffed, and well-funded guidance program for its students. With the hiring of the first administrative staff, the concept became operational under an umbrella of services entitled Student Personnel Services. The centralization of function of all phases of student personnel services we felt to be advisable for reasons of economy as well as for efficient integration of function and service to students. During the initial developmental phases, policies and procedures were established which are considered to be the product of enlightened thinking on the part of the entire staff and the Board of Trustees. It is fair to say that the Student Personnel Services, and therefore the student body, has been the recipient of a considerable share of College funds, attention, and concern. A review of current literature indicates that many community colleges are not blessed with a forward-looking attitude and rational concern and planning, as has Monroe County Community College.

Activities and Responsibilities

Student Orientation

The Orientation Program was held on the College Campus for the first time this year. There were four daytime Orientation sessions that lasted from approximately 8:30 to 11:30 each morning. One Evening Orientation Session was provided for those students planning on taking just one or two evening courses. Twenty students who assisted with these programs worked in pairs to explain topics of interest to the incoming students. This procedure seemed to be quite effective, and the student leaders appeared to enjoy this chance to meet with the freshmen and discuss these items with them. A total of 588 entering freshmen attended

the five orientation programs. The Campus was not complete at the time of our orientation program in the Fall of 1967; therefore, the facilities that we were able to use were limited. This coming Fall the program will probably take on a totally different picture due to the fact that we now have a full complement of faculty members and a completed Campus which allows us to have more flexibility in the type of orientation program we might provide.

A committee of students has evaluated the previous orientation program and has made recommendations for improvement. The next step will be to meet with the Dean of Instruction and to plan a schedule of orientation for the following year so that it does not conflict with the plans for staff orientation.

Student Records and Appraisal

Student Personnel Records. The College is maintaining one central set of files for each student in the Office of the Registrar and Director of Admissions, and all other parts of information originate from the material contained in this file. The complete student folder contains the Application Form, Survey Form, Health Form, and High School Evaluation Form with high school and/or other college transcripts, results of the SCAT and Co-op English placement tests, and one copy of the grade form for each semester of work. Confidential notations about individual students are retained in the personal file of the Counselor and/or Faculty Advisor.

Program outline sheets were designed during the 1966-67 year, and they are completed by the Counselor in conjunction with the student at the time of the first interview when his program is selected. Copies of notations are duplicated and placed in the student personnel folder and a duplicate copy of the entire program outline is sent to the Faculty Advisor to whom the student is assigned. The student retains the original copy so that he may be appraised of requirements

as projected over a two-year period as well as alternate courses which may be used to fill his schedule.

To the Faculty Advisor is sent from the student personnel folder a copy of the Survey Sheet, School and College Ability Test, and Co-op English Test scores and, when appropriate, copies of the grade report form and drop/add slips. The Faculty Advisor has the responsibility to build his own file with that core of information.

To date we have utilized the services of the Service Bureau Corporation in Toledo, Ohio, in maintaining a code punched student-mastered data card for much of our student personnel records. The cards contain on each student pertinent information that has been designated as having immediate research and statistical value. Enrollment reports and permanent record cards are prepared from these punched cards.

Financial aid application forms, promissory notes, and other progress report sheets are submitted by the student making application for financial aid. All of these records are retained by the financial aids counselor. These forms are utilized in the preparation of the necessary goverment reports that are completed periodically according to Federal and State regulations.

Educational Testing. Our testing programs are designed to measure aptitude, interests, achievement, and personality factors of the students, as well as to assess certain characteristics that may lead to career choices based upon adequate and accurate student information. The primary aspect of the testing program is to utilize tests as an aid in the placement of students in courses and programs appropriate to their skills, abilities, and interests.

Several specialized and individual tests were administered during the 1966-67 academic year, but the volume and variety were not as extensive as anticipated. During the last academic year the Wechsler Adult Intelligence Test, the Minnesota Multiphasic Personality Inventory, and the Kuder Occupational Interest Survey (College Form), and the Strong Vocational Interest Test were

administered to our students. These tests were utilized in assisting the Counselors in determining vocational and program approaches for the students.

On March 8, 1968, a decision was made to eliminate the School and College Ability Test and the Co-op English test as a regular part of the Admission procedure. According to the Deans and the President, the decision was made in the light of possible changes in the test construction by some of the major testing companies.

Applicant Appraisal. The College counseling staff gathers and evaluates background information to determine program eligibility and to effect proper placement of students in their programs of study.

As a part of the regular admissions procedure the high school transcript is obtained that shows prior test record and academic performance in the secondary school, principal and counselor evaluations and recommendations, and the high school transcript itself. Then interviews with students are conducted for the purpose of getting together all of these various appraisal techniques to assess their relevance to the student and to make a program and/or course placement consistent with that information.

Health Appraisal. The essential record from which all health appraisal is initiated comes from the Health Evaluation Form that is part of the application for admission procedure. The form is essentially of two parts. The students and his parents complete the first half indicating family history and record of childhood diseases. The second half of the form contains a record to be completed by the examining physician and which is then, together with the first half of the form, forwarded to the Registrar and Director of Admissions of the College.

The Health Evaluation Form information is used for identifying students with particular health problems and to make the appropriate and necessary placements in classes, or indicate restrictions that are necessary and to alert the instructional staff as to any unusual problems.

All entering students are required to complete the Health Evaluation Form and undergo a complete physical examination as certified by the examining physician.

Counselors have devised and utilized a health card which they initiate and direct to the instructional staff to alert them of any particular student health problems.

Student Counseling

A variety of changes have been made in the counseling program over the past academic year. The main aspect in this change is that a greater percentage of our students are now full-time students and therefore on campus for a longer period of time each day. In addition, the counseling staff has moved into offices which afford each counselor an opportunity to talk privately with the students. The new offices are located in a portion of the Administration Building and are therefore very easily accessible to the student body. For these reasons, the counseling staff has noted a radical change in the number of students who are availing themselves of the services that can be offered by the counseling department.

The development of counseling services and their full utilization is a process that takes some time. The students on our campus are as yet not familiar with the specific philosophy of this College's counseling department. Therefore, the College's counseling staff has to build its own image and acquaint the students with the particular approach that is used by counselors at this institution.

Over the first semester of this year, the four counselors of the College held between 700 and 800 consultations with students. Some of these sessions lasted only 5 or 10 minutes while others were hour sessions. The topics covered such areas as career planning, information about transferring to other colleges, curriculum selection, personal problems and a variety of topics on which information was needed. When we compare these figures with last year's, we can see that

there has been a considerable increase in the number of students availing themselves of the services provided by the counseling staff.

Student Activities

The sophomore representatives of Student Council met numerous times before the beginning of the fall semester 1967. During the summer months, Student Council completed two projects: a float for the County Fair Parade, and a booth at the August County Fair. During September, the Council became involved with three additional projects: (1) Council members, along with other students, worked quite closely with Mr. Wigent on the Student Orientation Program for the fall semester; (2) they organized a Student Mixer Sing-In for the student body; and (3) it established election procedures for freshmen Student Council representatives so that balloting could be conducted during the fourth week of classes.

At the first meeting after elections, Dr. Sundermann administered the Oath of Office to the newly-elected representatives. The Council then elected their officers for the year.

The next item of business for Student Council was the organization of the Student Activities Board. The official members of this Board were the student chairmen of College clubs and organizations. The Council decided that chairmen of various clubs and organizations in the process of becoming officially recognized would be allowed to become members of the Board.

As an intermediary body, Student Council has been quite effective in the following areas: (a) Student body concerns about the cafeteria prices and services; (b) (to a lesser degree) concerns about student use of cafeteria and student lounge; (c) as a source of student contacts for moving the Learning Resources Center; and (d) projecting student needs to the College in general.

In other areas of Student Activities, two major programs have been initiated, a student newspaper (the Agora) and a cheerleading squad. In keeping with the

College philosophy of student organizations, the two above programs were the culmination of strong student interests and energies.

The Student Handbook was again available for students at the Fall semester orientation program. The 1967-68 edition was expanded to include the new policies and procedures developed during the 1966-67 academic year. These are: Procedures for Preparing and Filing a Petition for Organizing Student Groups, Guidelines for Student Groups and Activities, Guest Speaker Policy, Registration Forms for Off-Campus Guest Speakers and Scheduling of Meetings and Events, Student Council Constitution and By-Laws.

The elections for President of Student Council and three sophomore representatives for the academic year 1968-69 will be held in late Spring, 1968. This group will then make the necessary provisions for Student Council to function during the Summer term.

Intramural Sports and Intercollegiate Athletics

Intramural and intercollegiate athletic programs are designed to facilitate student involvement and active participation in concert with the educational objectives and philosophy of the institution. Accordingly, development of these two programs has been accomplished by providing a comprehensive range of educationally sound sequences of experience for the student body. The educational objectives and philosophy of the College dictate that intramural and intercollegiate athletic programs be conducted as an integral part of the overall educational program and that emphasis on these activities will be in proper prospective to academic and non-academic programs.

Numerous deficiencies in the intramural program are quite evident this year. Actually the program has been condensed from three sports to one. Last year basketball (boys' and girls'), volleyball (boys' and girls') and boys' indoor

soccer were offered as intramural sports. This year, only bowling is being offered. Bowling is being conducted at a local establishment located four miles from the Campus. Several factors have caused the existing situation. Last year the College had access to Ida High School's physical education facilities. This year the College program is in session on the new Campus, however, there are no physical education facilities in existence. Outdoor activities are also curtailed because site development has not been completed. Even if grounds were developed, though, vigorous physical activities could not be effectively performed due to lack of shower facilities. Community facilities within reasonable driving distance and available at desired times are non-existent.

During the 1966-67 academic year, the College participated on a probationary basis in the Michigan Community Junior College Athletic Conference by sponsoring three sports--cross country, basketball, and golf. This year tennis has been added. There are no immediate plans to add any more sports for next year.

The College is presently a full participating member of the Michigan Community Junior College Athletic Conference and thus eligible to compete for conference championships in our four participating sports. There are no plans in the forseeable future for the College to join the National Junior College Athletic Association. Qualifying for this Association would necessitate altering existing standards of emphasis toward the athletic program.

Weaknesses in the athletic program center around lack of physical facilities on or in close proximity to the Campus. For basketball, the nearest gymnasium is eleven miles from Campus, and it is available only during early evening hours. This creates considerable inconvenience for the athletes and the coaching staff. Outdoor facilities, located six miles from the Campus, are available at more ideal times for golf, tennis, and cross country sports.

The strength of the total athletic program can be summed up by the two words

"participant enthusiasm." Those students who have participated in varsity athletics during the 1967-68 academic year exhibited a high degree of motivation, desire, and personal sportsmanship.

Career Information

Available to our students is a comprehensive range of occupational information and assistance in narrowing and implementing career choices. Involved in the process are both the counseling and instructional faculty members, each in their respective ways contributing information to students in order that they may arrive at their own decisions as to their careers.

Our admissions and enrollment program, because of its extensive use of face-to-face individual counseling sessions, enables the Counselor or faculty member to learn as much about student interest as possible, and to begin the series of directions that will enable the student to ask intelligent questions and to seek answers to them. It is through this process that the Counselor can direct students to specific faculty members if they have specific questions in those areas as well as direct them to texts and other printed materials available either from the Counselors' reference material or the College Library.

The College has begun a vocational library with career information files as well as other pertinent matter. Plans are to set up such a reference center in the counseling wing of the Student Services Building, where students and counselors have ready access to specified career information and vocational literature.

Through the faculty advising system, where approximately 30 students are assigned to each faculty member, those faculty members should be available to render specific assistance with those specialized questions that may be more appropriately answered by him as a practitioner in a field and with which he should have more complete information than the counselor. The system which is

being devised with our faculty members will provide a structured opportunity each registration period for students to meet with their Faculty Advisor and to have the opportunity to ask pertinent questions.

Student Advising

Just as the counseling program is the basic part of our admissions-registration procedure, so is our faculty advising system the core of our guidance program. It is considered, in fact, an integral part of the total instructional responsibility. Students are notified to contact their faculty advisor to pre-register or even complete registration for any subsequent semester. This period is normally begun immediately after the mid-term examinations and continues until the beginning of final examinations. The caseloads are staggered so that faculty members are given ample time to not only advise students but to integrate the advising function with the other parts of their instructional duties. The philosophy of the program is to allow as much student-faculty contact as is possible and we hope that many more valuable and informal programs will emanate from this rather formal and structured approach.

During the past academic year, with 30 full-time instructors, four counselors and five area chairmen, two librarians, all students were assigned to one of those members of the staff. The overall average was 25 students per faculty advisor. Students have been assigned to advisors according to their curriculum preference, if they indicated one. This procedure was initiated this year at the suggestion of the faculty. Most faculty advisors felt that the best job of advising could be done if they had a concentrated area rather than having to counsel in all areas.

Faculty members now may use a referral policy for more intensive counseling, which is done by the members of the counseling staff. Forms and procedures have been devised that will facilitate the referral of students to the counselor when necessary.

The past academic year has seen the counseling staff continuing the preparation of course and program equivalencies which are necessary if the faculty advising program as established with us is to be followed effectively and efficiently. This means that each senior institution must examine our catalogue and course descriptions and devise equivalencies so that we may be able to assign students to courses that will transfer to the senior institution selected by the student and in accordance with the educational program that the student wishes to pursue at the stated senior institution. Much needs to be done in this area, as the preparation of comprehensive equivalencies is a continuous program requiring almost constant attention.

Since September, 1966, descriptive statistical studies were prepared on the School and College Ability Test and Co-op English Placement Test scores of our students. Analysis of central tendency and dispersion were described by the median, mean and interquartile range and standard deviation, respectively. Similar studies were done on grade point average distribution and on the achievement of students admitted under one or more forms of restrictive enrollment.

Descriptive studies incorporating the analysis of ecological factors relating to our student enrollment are in the planning stage, and will be started during the ensuing academic year.

VII

PREPARATION FOR THE FORTHCOMING SELF STUDY

In preparation for the Self Study, an intensive in-depth study of the institution, Rodger Eckhardt, Area Chairman for Industrial Technology, will serve as Chairman of the North Central Review Committee and have overall responsibility for coordinating the Study. Dr. John Weber, Area Chairman for Humanities, will be Editor-in-Chief of the scholarly document that will be provided to the Executive Board of the North Central Association of Colleges and Secondary Schools and to the visitation team assigned to conduct the examination.

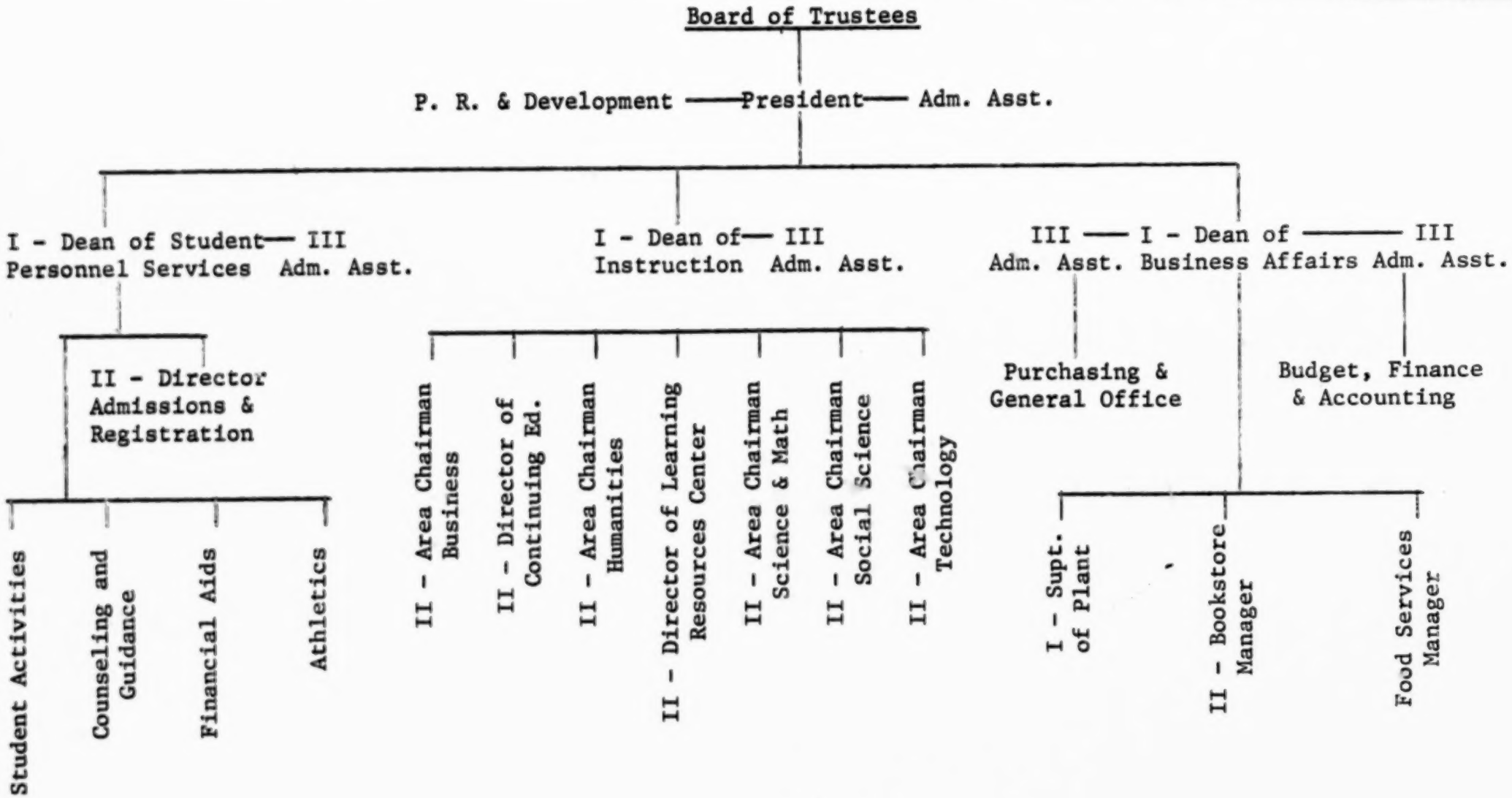
The survey schedules will be used as the basis for providing the data which will support the narrative statements in the final document. These materials have been systematically gathered since the inception of the institution and updated annually to allow ready access to the committees that will be responsible for each of the survey schedules.

Each of the survey schedules will be assigned to a committee for intensive investigation. In order to provide continuity to the Study, the person in charge will be one who is either directly responsible for the area or is a member of the specific area.

Each of the members in charge, upon the completion of the collection of data, will have the responsibility for furnishing in narrative form a summary of the data. These narratives will then be edited by the Editor-in-Chief and the finished document will be reviewed by the College Review Committee before final submission to the Association.

VIII. APPENDIX "A"

Organizational Chart



Class I Administrator - Deans
Class II Administrator - Area Chairmen and Directors
Class III Administrator - Administrative Assistants

Class I Supervisor - Superintendent of Plant
Class II Supervisor - College Bookstore and Retailing Laboratory

(Adopted by the Board of Trustees January 23, 1967)